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ABSTRACT

The document outlines ideal behaviors which students in grades one through nine should exhibit to indicate that they are progressing toward success in academic work, fulfillment at work and home, and participation in a pluralist society. The objective is to help parents and classroom teachers identify behaviors and interpret them as indicators of developmental skills for student personal and social responsibility. The document is presented in three parts. Part I identifies personal understandings and skills including personal feelings, exploring new activities, and making decisions. Specific competencies include pursuing individual interests, expressing opinions, using socially acceptable ways to express frustration, and identifying alternative solutions to problems. Part II presents interpersonal understandings and skills including recognizing the worth, rights, attitudes, and feelings of others; communicating with others; and accepting individual diversity. Specific competencies include being attentive while conversing, and focusing on the strengths of others. Part III outlines skills for social understanding including obeying school rules, recognizing student/citizen responsibilities, cooperating in task and social groups, and recognizing family rules and responsibilities. Examples include taking turns, using socially acceptable language, respecting other people's opinions, and helping family members. (DB)

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developmental skills for Personal and Social Responsibilities

SP 012 436

Michigan Department of Education

FOREWORD

During the past decade, as State Superintendent of Public Instruction, I have examined the everyday workings of the school, ideas and concepts about learning, motivation, assessment, curriculum, and classroom management. These observations and analyses have led me to the conclusion that mastery of subject matter alone does not necessarily produce the behaviors necessary to function as a productive citizen in a complex and pluralistic society.

If the realization of the COMMON GOALS OF MICHIGAN EDUCATION rests on the principles of equality, equity, and excellence, efforts must be made to identify common learning objectives of both *intentional* and *unintentional* student experiences. Schools must then consider the indicators of developmental skills for student personal and social responsibilities presented here. However, since it it both the parent and the school's responsibility to impart these understandings and skills, this document is designed to stimulate not only professional educators but parents to become more aware of the impact of the intricacies of *intentional* and *unintentional* learnings on student success.

It is indeed easier to develop *intentional* learning experiences toward specific objectives dealing with students' needs to master the academics, to know how to read, write, solve problems, and spell than it is to deal with their needs for satisfying self-definition, for constructive relationships with others, and for some control over what happens to them. However, it is hoped that this document will establish personal, interpersonal, and social understandings and skills as significant content in the school curriculum and thereby fill the void that some schools programs have neglected.

Utilization of skills suggested by these indicators will achieve far greater results than imagined. They represent the intrinsic drive that motivates the learner to learn more. As a force which generates action, they have positive impact on realizing the student's potential. Moreover, their applications will decrease negative behavior which has harmful consequences for both students and society. The application of any of these skills can then be considered an achievement.

It is fitting to thank the many persons in the state's educational community who assisted in developing this document. They include persons from the State Superintendent's Task Force on the Status of Counseling in Michigan Schools, the Michigan Personnel and Guidance Association, Michigan Association of School Nurses, Michigan Association of School Social Workers, and the Michigan Association of School Psychologists, who represented students, parents, principals, student support personnel, administrators, teachers, and community leaders. Their contributions represent experiences in teacher education, psychology, mental health,

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research, industry, business, public health, special education, student personnel services, and post-secondary education. Their comments and insights are embodied throughout the document.

The State Board of Education wishes to thank Gary Cass and Claudette Nelson of the Department's Student Support Program, who prepared the drafts of this document, and Leone Mullen and Joyce Meacham who typed the manuscripts for the numerous reviews required before State Board approval.

Although no specific recommendations are made in this document regarding how local educational agencies might achieve the aims of these developmental skills for student personal and social responsibilities, it is the intent of the State Board that student support personnel -- the school social worker, school psychologist, school nurse, and especially the guidance counselor -- become the energizer and catalyst for these *intentional* learnings in the school curriculum. It is hoped that they be integrated in the school's instructional programs. The State Board is confident that all the state's school districts will find this document useful.

June 1979

John W. Porter

DEVELOPMENTAL SKILLS FOR STUDENT PERSONAL AND SOCIAL RESPONSIBILITIES

INTRODUCTION

Next to the parent and the family, the school is the most important factor in the child's life. It is the institution responsible for equipping children and youth with the necessary skills to ensure that they become contributing members of society through work, homemaking or volunteer services.

In 1971, the State Board of Education, charged with the leadership and supervision of all public education in the state, adopted the COMMON GOALS OF MICHIGAN EDUCATION, which set forth statements that expressed the aims of schooling. In 1972, the State Board agreed upon the concept of essential skills to attain these goals.

Recently, the State Board approved the document, "Michigan Life Role Competencies," a framework within which are expectations for secondary students to attain common learning objectives in preparation for adult living and effective functioning within various life roles. Later, the State Board approved the document, "Michigan Essential Skills," which outlines the components of ten essential skills; among them are personal, interpersonal, and social understandings and skills.

This booklet, "Developmental Skills for Student Personal and Social Responsibilities," represents the State Board's recognition that among the understandings and skills identified in the document, "Michigan Essential Skills," and "Michigan Life Role Competencies," there is a global set of attitudes and behaviors representing the learner's understandings of how the social world functions. A primary purpose of this document, then, is to transmit societal expectations of these understandings into statements or indicators which may enable educators and parents to identify common objectives of certain student *intentional* and *unintentional* learning experiences.

These developmental skills serve as statements of society's expectations of the connection between the knowledge placed before students and their experiential and emotional framework for assuring attainment of the aims of the COMMON GOALS OF MICHIGAN EDUCATION. They rest on the principles that feelings generate motivation and knowledge; motivation and knowledge generate behavior. Thus, linking the acquisition of cognitive skills with personal, interpersonal, and social understandings and skills will generate desired behavior which in turn will enhance learning and opportunities for success as a worker, homemaker or volunteer worker.

Central to this document is the position that there are considerable variations of behaviors and characteristics of developmental skills among students, depending upon the content and quality of their *intentional* and *unintentional* learning experiences. These indicators of developmental skills are derived from insights about how children and youth in grades one through nine, develop and learn. A kind of behavior, in this context, is considered a sequence of behavior that is related to

but not determined by age or grade levels. Therefore, these behavioral indicators are to be considered as developmental skills instead of for certain grade levels or age groupings.

The student may interact within a given situation in different ways with different outcomes. But these indicators will verify that the student has met certain aspects of expected personal and social responsibilities, that desired learnings have taken place, and that the student has made deliberate and sustained efforts to acquire certain knowledges, attitudes, skills and sensibilities. They will also serve as outcomes of the integration of the cognitive and affective variables of the Michigan Essential Skills and as entry characteristics for the realization of the Michigan Life Role Competencies.

Since learnings take place through the student's active participation and abstraction from *intentional* and *unintentional* experiences, these indicators of developmental skills may be observed in a wide array of situations during the school day -- guidance and counseling settings, in the classroom, on the playground, during leisure time, in the lunchroom, in the school corridors, during extracurricular activities, or during school competitive events.

Part I, Personal Understandings and Skills, focuses on those competencies that students need to become more aware of their feelings, perceptions, attitudes, uniqueness, and physical and mental characteristics which influence their coping and problem solving skills; it focuses on the student's acquisition of knowledge and experiences, understandings and competencies needed for facilitating or enabling learning. Part II, Interpersonal Understanding and Skills, provides the basis for effective communication among individuals and facilitates effective relationships with another person or with members of small groups. Part III, Social Understandings and Skills, focuses on those social competencies that students need for facilitating effective relationships with others in large group settings.

It is not the intent of this document to provide or encourage any formal assessment procedures for these developmental skills. The learner should not experience negative consequences for not exhibiting these behaviors since the primary emphasis is on positive reinforcement. If a student demonstrates any of the identified behaviors -- even without evidence of meaning -- the learner is to be praised. Observers are to encourage these behaviors (children learn to play with one another by playing with one another).

On the other hand, these indicators are meant to utilize formal provisions of common objectives of *intentional* and *unintentional* learning experiences for students to make meaningful progress toward academic success, to learn to function as productive workers and homemakers, and to become effective interdependent members of society.

DEVELOPMENTAL SKILLS FOR PERSONAL AND SOCIAL RESPONSIBILITIES

Part I

Personal Understandings and Skills

The following behaviors are identified as visible indicators, but not exclusive of other behaviors, which may serve as the basis for reasonable inference that there exists the acquisition of knowledge and experiences necessary for the development of personal understandings and skills.

1. Demonstrate positive feelings about oneself by:
   a. identifying personal strengths that relate to physical characteristics, academics, personality, and leisure activities.
   b. participating in academic, playtime and leisure time activities.
   c. displaying one's accomplishments.
2. Demonstrate an understanding of oneself as a unique individual by:
   a. expressing one's opinion.
   b. pursuing one's interests.
   c. volunteering and committing one's time and energy to accomplish a task.
3. Demonstrate an understanding of personal attitudes and feelings by:
   a. describing how one's attitudes and feelings may differ from or be similar to one's peers, teachers, family members, etc.
   b. using socially acceptable language.
   c. expressing and dealing with feelings of anger, fear, hostility, aggression without harming oneself or others.
   d. expressing feelings of happiness.
   e. expressing a sense of humor.
   f. using socially acceptable ways to express frustration.
   g. describing how one's behavior may differ from how one is feeling inside.
4. Demonstrate an understanding of the personal habits needed to attain optimum physical and mental health by:
   a. describing the importance of personal health habits that relate to nutrition, rest, exercise, cleanliness, appropriate clothing and dental and medical care.
   b. identifying consequences of substance abuse.
   c. describing emotional and biological changes that occur throughout childhood, puberty, and adolescence.
   d. identifying reasons for having health related examinations

such as hearing, vision, dental, blood pressure, skeletal, and gynecological.

e. describing communicable diseases that are frequently transmitted from one person to another and the means of prevention.

f. choosing and eating balanced and nutritious foods.

g. participating in physical activities.

h. participating in play and leisure activities.

i. avoiding use of substances which have harmful consequences (e.g. tobacco, alcohol).

j. expressing felt needs to classmates, teachers, student support personnel.

k. describing societal approved ways of responding to personal needs.

l. using societal approved language to express physiological responses.

m. expressing positive attitudes toward schooling, working and homemaking.

5. Demonstrate the ability to explore independently by:

a. participating in activities that one has never attempted before such as: browsing in the library, researching career clusters, reading about a new subject, hiking, skating, etc.

b. questioning others for unknown answers.

c. developing hobbies and leisure time activities.

d. asking for further instructions or clarification of a classroom activity.

6. Demonstrate decision-making skills by:

a. describing factors that influence one's choice of leisure time activities.

b. describing how personal strengths or limitations may influence one's decisions.

c. developing plans to reach personal, academic or career goals.

d. identifying alternative solutions to problem situations.

e. evaluating decisions that one has made.

7. Demonstrate the ability to cope with personal and life stresses by:

a. describing stressful situations which young people encounter.

b. identifying and implementing ways to relieve stress.

c. describing previous socially approved and successful ways of coping with stressful situations.

d. selecting socially acceptable behavior when faced with

stressful situations.

e. expressing the desire for professional assistance when appropriate.

f. identifying sources of professional assistance such as: the school counselor, school social worker, school psychologist, school nurse, and community agency personnel.

g. seeking assistance from appropriate sources.

h. making appropriate adjustments within oneself or one's environment.

DEVELOPMENTAL SKILLS FOR PERSONAL AND SOCIAL RESPONSIBILITIES

Part II

Interpersonal Understandings and Skills

The following behaviors are identified as visible indicators, but not exclusive of other behaviors, which may serve as the basis for reasonable inference that there exists the acquisition of knowledge and experiences necessary for the development of interpersonal understandings and skills.

1. Demonstrate an understanding of the dignity, worth, and rights of others by:
   a. respecting the personal rights of others.
   b. listening while others express their viewpoints.
   c. complimenting persons for their accomplishments.
   d. respecting the property rights of others.
   e. refraining from labeling (i.e. name calling) others.
2. Demonstrate an understanding of the attitudes and feelings of others by:
   a. responding without criticizing when communicating with others having different attitudes and feelings.
   b. listening to the opinions of others.
   c. describing how one's attitudes and feelings may conflict with others.
   d. identifying possible causes of a given emotion.
3. Demonstrate an understanding of the skills necessary to form relationships with others by:
   a. identifying behaviors that are socially acceptable and appropriate.
   b. expressing interest in another person's constructive activities.
   c. sharing one's possessions.
   d. asking others to participate in one's activities.
   e. greeting others in a friendly manner.
   f. participating in extracurricular activities.
   g. using constructive ways to resolve conflicts in the school setting (e.g. lunchroom, gymnasium, playground).
   h. showing empathy for classmates who are not successful at a task.
   i. refraining from teasing or bullying.
   j. displaying attributes of friendship through loyalty and dependability.

k. displaying responsibilities toward both casual and intimate relationships.

l. following through with promises made, e.g. completing school assignments as scheduled, doing one's share of a task.

m. expressing regret after causing someone discomfort, displeasure, or unhappiness.

n. avoiding making negative comments about others or remarks that belittle others.

4. Demonstrate an understanding of the need for effective communication skills by:

a. expressing gratitude by saying "Thank you."

b. using verbal and non verbal behavior (e.g. sign language) to express feelings.

c. being attentive while conversing.

d. following directions in classroom situations.

e. rejecting negative behavior without rejecting the person.

5. Demonstrate an understanding and acceptance of racial, ethnic, sexual, religious, physical and mental diversity and equality by:

a. including those who are dissimilar in one's activities.

b. describing kinds of discrimination.

c. describing kinds of personal labeling.

d. initiating conversations with those who are dissimilar.

e. disagreeing with statements that express the rejection of those who are dissimilar than one or one's group.

f. avoiding making negative labeling comments about members of racial or ethnic groups or of persons of a different sex or of handicappers.

g. focusing on the strengths of others.

h. describing positive ways of appraising others.

i. describing how differences in health status affect life style.

j. describing some feelings associated with the loss of each of the senses.

DEVELOPMENTAL SKILLS FOR PERSONAL AND SOCIAL RESPONSIBILITIES

Part III

Social Understanding and Skills

The following behaviors are identified as visible indicators, but not exclusive of other behaviors, which may serve as the basis for reasonable inference that there exists the acquisition of knowledge and experiences necessary for the development of social understandings and skills.

1. Demonstrate an understanding of classroom and school rules and societal laws by:
   a. obeying the rules and laws of the school environment.
   b. describing how expectations for behavior may vary from one situation (library) to another (gymnasium).
   c. disregarding negative peer pressure.
   d. encouraging peers to observe school rules.
   e. taking steps to change rules that can be changed.
   f. identifying the similarities and differences between school rules and societal laws.
2. Demonstrate an understanding of rights and responsibilities of students as citizens by:
   a. identifying student rights according to the school district student codes.
   b. participating in school and community volunteer activities.
   c. describing the differences and similarities between a right and a responsibility.
   d. describing how group cooperation can bring about positive change.
   e. voting in school elections.
   f. describing the individual or group consequences of breaking rules.
   g. being punctual; being on time for scheduled events.
   h. completing tasks or assignments.
   i. describing some characteristics of a responsible citizen.
   j. following safety rules.
   k. refraining from screaming or shouting in the classroom.
   l. taking appropriate action to protect oneself and others.
   m. contacting proper authorities about rules or laws being broken.

n. expressing concern for one's environment.

o. expressing displeasure in a socially approved manner when one's rights are being infringed upon.

3. Demonstrate common courtesies by:

a. expressing or displaying thoughtfulness and courtesies during various situations.

b. waiting in an orderly manner for one's turn; standing in line in an orderly manner.

c. taking turns and sharing.

d. respecting the property rights of others.

e. using socially acceptable language.

f. refraining from disrupting classroom playground, or leisure activities of others.

4. Demonstrate the social skills needed to function successfully as part of a task or social group by:

a. expressing needs and feelings.

b. listening to and respecting the opinions of others.

c. using problem solving skills to reach group consensus.

d. cooperating with others on group goals.

e. contributing one's talents and abilities toward group goals.

f. performing and completing tasks assigned by the group.

5. Demonstrate an understanding and acceptance of racial, ethnic, sexual, religious, physical and mental diversity and equality in group situations by:

a. identifying the various ethnic, racial, and religious groups in one's community.

b. including those who are dissimilar in one's group activities.

c. describing stereotyping in literature (e.g. books, periodicals, newspapers) television, radio, and in extracurricular activities.

d. describing factors that lead toward and perpetuate bias and discrimination.

e. identifying areas of the school in which discrimination exists.

f. describing ways in which one can assist in preventing or eliminating discrimination.

6. Demonstrate an understanding of the rules and responsibilities of membership in a family unit by:

a. describing the diversity of family member roles and expectations.

b. describing possible consequences when one's behavior does not meet the expectations of family members.

c. describing how to assist family members in their time of need.

d. describing a variety of family structures (e.g. two parents, single parent, extended family, guardian, stepparent, foster parent, adoptive parent, institutional parent, multiple family) and how the structure may influence one's roles and responsibilities.

e. describing one's responsibilities as a family member.

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